DOCUMENT RESUME

ED 375 368 CG 025 795

AUTHOR Morgan, Toni A.
TITLE A Mentoring Model To Develop Future Psychology Academicians: Increasing Teaching Skills and Productivity.
PUB DATE 23 Aug 93
NOTE 18p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
PUB TYPE Speeches/Conference Papers (150) -- Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Clinical Psychology; Doctoral Programs; *Faculty Development; Graduate Students; Graduate Study; Graduation Requirements; Higher Education; *Mentors; Modeling (Psychology); *Professional Development; *Psychologists; Research; *Teaching Experience
IDENTIFIERS *Academicians

ABSTRACT

Traditional and revised models of psychological training fail to prepare graduate students to be teachers or effective faculty members. This paper addresses the mentoring needed by graduate psychology students who aspire to academic positions. The mentoring of future academicians requires different processes than the mentoring of future clinical practitioners: the behavioral domain of befriending is difficult in the former because the power differential between teacher and student is too strong to overcome through mentoring. It recommends that teaching become part of the clinical psychology internship. Under the supervision of a senior faculty member, student and teacher could determine the amount of research, teaching, and clinical experience the student would desire to have in the role of a faculty member. If the teaching component cannot be done at the pre-doctoral level, then consideration should be given to using "visiting professorships" as a possible post-doctoral internship for those who want to teach. This would allow the aspiring academician to acclimate to the sociopolitical nature of a psychology department faculty before seeking a tenure-track position. (RJM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 375 368

A Mentoring Model to Develop Future Psychology Academicians: Increasing Teaching Skills and Productivity

Toni A. Morgan, M.S.
Clinical Psychology Program
Psychology Department
University of Wisconsin—Milwaukee
P.O. Box 413
Milwaukee, Wisconsin 53201

Running head: MENTORING MODEL

Presented at the 101st Annual Convention of the
American Psychological Association
in Toronto, Ontario, Canada
Monday, August 23, 1993, 8:00 a.m.

CG025795

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
T. MORGAN
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

Abstract

This article, based upon a 1993 symposium presentation at the 101st Annual Convention of the American Psychological Association deals with the mentoring needed by graduate students in psychology who aspire to an academic positions. The mentoring model presented was developed from a model by Anderson and Shannon (1988). Mentoring future academicians is a different process than mentoring future clinical practitioners, as the mentoring behavioral domain of **befriending** will be difficult to do because the power differential between faculty and students is too strong to overcome through mentoring. Recommendations include allowing teaching to become part of the clinical psychology internship, and for two year "visiting professorships" so one acclimates to the sociopolitical nature of a psychology department faculty before seeking tenure-track positions.

A Mentoring Model to Develop Future Psychology Academicians: Increasing Teaching Skills and Productivity

As the field of psychology continues to develop and change, there has become an increasing awareness of the need for a new conceptualization of the education of psychologists (Hoshmand & Polkinghorne, 1991; Kimble, 1984; Peterson, 1985). Hoshmand and Polkinghorne (1991) focused on the need to develop a new relationship between academic research and practice in the education of graduate students. One aspect that traditional and revised models of training fail to address is that of training graduate students in how to teach or how to become an effective future faculty member. The continued neglect of these issues will lead to a continued trend of academic settings being perceived as less attractive professional positions to younger, qualified candidates (Hefland, 1986; Renner, 1986).

The field of psychology widely holds that academic positions are more prestigious to possess (Hoshmand & Polkinghorne, 1991). Most junior faculty members have had little, if any, explicit training in teaching prior to accepting a faculty position (Lowman & Mathie, 1993). While graduate faculty advisors actively model the role of a researcher, there is little modeling of how to develop the teaching skills needed to hold the academic positions to which many graduate students are to aspire. The lack of training, when teaching is an

essential part of an academic role, is surprising. This neglect has led to feelings of being an "imposter" and questioning of individual competency in some first year faculty members (Mintz, 1992). Mintz (1992) described questioning why her students should listen to her and wondered what she had to offer as a teacher. This kind of "sink or swim" training may also drive some away from the academic setting, simply due to aversive past experiences.

Research has documented the importance of mentoring in academic settings (Kogler Hill, Bahniuk, Dobos, & Rouner, 1989; Merriam, 1983; Tentoni, McCrea, Thomas, & Shulik, 1992). The objective of this paper is to outline the skills necessary to mentor teaching skills, based upon the teacher education work of Anderson and Shannon (1988).

While the modeling of behaviors is important, from the reports of recently graduated students, it is not enough to prepare them for their first professional positions. Modeling involves a more advanced person, or "sponsor", engaging in the desired behaviors, so that a younger, less experienced person can mold their behavior in a similar fashion. What is missing in this paradigm is the intrinsically valuable ***process*** that goes into making decisions about the behavior being observed. The learning that occurs while exchanging experiences or difficulties is left out in mere modeling. The less experienced person simply observes the end product without knowing or experiencing

what factors are involved in the behaviors they have seen.

In some regards, "mentoring" and "modeling" can often be confused as being one and the same. "Mentoring" is more than just allowing a less experienced person **see** the role they may be expected to one day assume. Mentoring invites the person to **assume** the role they may one day hold, and to assume it with the guidance of a more experienced individual providing knowledge, support, guidance, hope, and interactive learning, which are some of the target behaviors in the adaptation of the Anderson and Shannon (1988) model, appearing in Figure 1.

Insert Figure 1 about here

When looking at the research on mentoring, the statistics show that the vast majority of people (72%) have had a mentor during graduate school, but only 33% have had a mentor post-graduate school (Sands, Parsons, & Duane, 1991). The decline in mentoring from graduate school to one's first professional position was interpreted to reflect the expectation that an individual conferred with a doctorate is capable of immediate, autonomous practice as a university professor (Sands, Parsons, & Duane, 1991). What this expectation fails to take into account is the differences between being a graduate student pursuing

research and teaching, and those of a professor performing the similar duties.

The danger here, again, is confusing "role-modeling", which occurs often in academic settings in the areas of research and instruction, with mentoring, which may occur more often in clinical practice settings. In role-modeling, the person demonstrates how the job is done, versus a mentor, who as a "personalized" role model, acts as a guide, tutor, coach, and a confidant (Bolton, 1980). In academic settings, there is a preponderance of role modeling. The graduate student observes the major advisor or professor do their job, but there is little or no discussion of the role itself and what is required to successfully assume such a role. They may have had an opportunity to engage in some of the behaviors of a professor, but certainly not in the role of a professor.

While the belief in graduate school is that the transmission of knowledge is what is the most important, and that having a good conceptual knowledge of a topic determines a good academician, it is the less explicit "knowledge" of academia that determines the actual success of an individual in that role. Establishing a sense of collegiality is perhaps the singlemost important factor to success in an academic setting (Jarvis, 1992). In addition, Boice (1973) found for those professors who were not publishing that there was a high correlation between social isolation and non-involvement in publication. Mentoring can play a vital role in improving one's sense

of collegiality. If the mentor goes beyond being a role model or advice giver and invites the mentee into a more complex relationship, the potential for establishing a collegial network is set. Engaging the mentees in relationships the mentor has established encourages the mentees to establish collegial relationships of their own. The development of professional relationships is a skill that needs to be actively demonstrated and encouraged. In the mentoring process, less experienced people can be socialized to think about their future chosen profession in new ways. It was found that within a group of Nobel prize recipients that the mentor's mode of thinking, the standards of excellence and self-confidence that the mentor instilled in their apprentices far outweighed the acquisition of substantive knowledge from their mentors (Jarvis, 1992).

The importance of understanding the role that networks of colleagues play in advancing one's career in academics needs to be made more explicit to potential academicians. The role does allow for a great deal of independence, but the belief that one can pursue and excel in a career without utilizing the people around them as resources seems unfounded, according to the literature. Collegial contacts are the structure through which junior faculty meet and develop ongoing collegial relationships with each other, in addition to the senior members of the faculty. An adjunct to developing collegial contacts is maintaining contacts with research and training peers outside of one's

own institution. These people are sources for review, critique, and possible replication of one's work.

The second aspect of mentoring that makes it essential in the development of future academicians is the ability to be socialized into the role of professor. It is assumed that Teaching Assistants' experience is enough training for future academic careers. What has been found in the literature on Teaching Assistant training suggests that the primary focal point has been on the intellectual and interpersonal facets rather than the professional socialization and organizational facets of professorial life (Lowman & Mathie, 1993). However, it has been found that socialization to the academic position can be predictive of future scientific productivity. Socialization is the process by which the newcomer to academia learns the norms, expectations, and sanctions of a faculty career (Bland & Schmitz, 1986). Knowing the underlying values allows faculty members to understand why those in the profession behave as they do, and to behave in accordance with those members. This requires making explicit the rules and "politics" involved in decisions made as a faculty member. It would also require treating the mentee as if they were a fellow colleague.

A supportive environment is another key to success for doctoral students. Without a supportive environment, a program is likely to fail in its training mission. A mentor providing a supportive environment can assist a mentee in both the setting and in the relationship

established between the two individuals. It has been found that faculty members who have been able to discuss their projects in a democratic atmosphere are more productive and comfortable in their professional positions. The mentoring can instill a sense of competency, reinforcing a belief in oneself, and support for our dreams. While it may seem very obvious, positive reinforcement and the building of self-esteem are two key components in successful mentoring. Mentors can also provide specific help to a mentee after graduation, as some mentors are willing to help their former students write grants, collaborate on papers, or even help them find positions (Bland & Schmitz, 1986).

It is impossible to over-emphasize the importance of mentoring. It was found that more male students were treated like a junior colleague by at least one male professor, than were female students (Sands, Parson, & Duane, 1991). Given the larger percentage of male professors in academia, the impact of such early exposure to their future career seems to bode well for the future success of male students.

The acquisition of good mentoring skills may be particularly important for female faculty members. A primary difficulty with mentoring is that it typically consists of a same-gender dyad. Due to the smaller pool of female faculty, in particular at the full professor level, female graduate students have fewer options available to them if

they wish to be mentored by a female. It has been found that female and male mentors hold different values that need to be looked at in terms of how efficient the mentoring process can become with either gender. Female mentors see the relationship as being of more benefit to the mentee than to themselves, whereas, male mentors do not. Female mentors also report having a closer personal relationship with their mentees, however, it has been found that a close relationship with one's mentor is negatively correlated with research productivity (Bogart & Redner, 1985). That characteristic personal closeness of female mentors may inhibit the very thing they are trying to mentor: the ability to publish, which is a major criterion of success and promotion within the academic sector.

In essence, the necessary mentoring behavior domains and target behaviors to mentor future academicians appear in behavior domains 1 through 4 on the model adapted from Anderson and Shannon (1988). The inability for a doctoral student to be considered an "equal" by faculty members at any time during one's course of study tends to automatically preclude behavior domain #5 - (**Befriend**) from occurring. The power differential between faculty and students is just too strong to overcome through mentoring, as it occurs within the university setting. Future academicians in clinical psychology will have to continue relying upon receiving more complete mentoring in off-campus practice settings, or campus settings with weaker ties to the

university's psychology department.

Future Recommendations

What is being proposed is a revamping of how psychology, as a profession, thinks about the nature of training. There is no reason for a person to have to wait until their first job in order to be mentored for the role they have chosen to pursue. If psychology continues along current lines, the lack of a mentoring approach will lead to the alienation of the most qualified candidates, simply due to not possessing a reference point for direction of their careers. If psychology is really serious about creating more productive faculty, it may be time to implement some changes before a doctoral student leaves the comforts of graduate school.

There has been an increasing degree of interest in how the current junior faculty position can be enhanced in order to promote greater productivity among its beginning members. The current trend, according to the literature, is to develop programs in which new faculty are mentored by more senior faculty members when the junior member assumes their first academic position. A major difficulty with this trend is the conflict inherent in having a junior faculty member being mentored by a senior colleague. This arrangement places the junior member in an unequal and vulnerable position in relation to persons who sometime in the future will make tenure and promotion decisions regarding the junior member (Sands, Parson, & Duane, 1991).

A potential solution to this dilemma is to enhance the mentoring of the new academician by neutralizing the tenure process. Modifying the structure of the current academic positions is one way to achieve this end. One model that may meet with some degree of success is a *tripartite* tenure model currently being proposed at the University of North Texas this year. The University of North Texas has proposed a three-option plan for tenure, with each option varying in the percentage of time spent in teaching, researching, and in university service. A new faculty member can select to do 90% teaching and 10% university service; 90% research and 10% teaching; or a combination of all three. It might be possible to create clinical internships that would follow the same format, varying the percentage of time spent in clinical training, research, and instruction of undergraduate education. Current internships in psychology already allow for the incorporation of clinical training and research, but still neglect the instructional component.

What is being suggested is to allow those doctoral students interested in an academic career to incorporate that training into their internships. Under the supervision of a senior faculty member, a joint decision can be made to determine the amount of research, teaching, and clinical experience a student would desire to have in the role of an academician, not as a clinician. This would permit those interested in academia to assume that role for a period of time in their internship, just as happens for those wanting to pursue careers in clinical practice

in their internships. Having future faculty members experiencing the **actual role** they would be assuming would increase the likelihood of creating productive faculty members and keeping those that are the most qualified interested in careers in higher education.

It is also recommended that if the teaching component cannot be done at the pre-doctoral level that consideration be given to using the "visiting professorship" as a possible post-doctoral internship for those who want to teach. This venue would allow the "intern" to be involved in the exact role that will be expected of them in an academic position, including the process and intricacies of conducting research and getting it published. The visiting professorship could last two full years and would provide the teaching intern with the full opportunity to observe and engage in the sociopolitical culture of a psychology department as an academic equal, but without having to be concerned about the tenure process, as the visiting professorships would not be tenure-track positions. At the end of the visiting professorship period, the individual could then seek a tenure-track position, and would have a greater depth of experience, and exhibit a greater promise of scholarly productivity, by virtue of having done it, than current junior faculty members now possess.

References

Anderson, E.M., & Shannon, A.L. (1988). Toward a conceptualization of mentoring. *Journal of Teacher Education*, *39*, 38-42.

Bland, C.J., & Schmitz, C.C. (1986). Characteristics of the successful researcher and implications for faculty development. *Journal of Medical Education*, *61*, 22-34.

Bogart, G.A., & Redner, R.L. (1985). Development of women in psychology. *Professional Psychology: Research and Practice*, *16*, 851-859.

Boice, R. (1973). New faculty as teachers. *Journal of Higher Education*, *62*, 150-173.

Bolton, E.B. (1980). A conceptual analysis of the mentor relationship in the career development of women. *Adult Education*, *30*, 195-207.

Hefland, D. (1986). I turned down tenure: Why other professors should. *The Washington Monthly*, *18*, 13-17.

Hoshmand, L., & Polkinghorne, D. (1991). Redefining the science-practitioner relationship and professional training. *American Psychologist*, *47*, 55-66.

Jarvis, D.K. (1992). Improving junior faculty scholarship. *New Directions for Teaching and Learning*, *50*, 63.

Kimble, G.A. (1984). Psychology's two cultures. *American*

Psychologist, *39*, 833-839.

Kogler Hill, S.E., Bahniuk, M., Dobos, J., & Rouner, R. (1989). Mentoring and other communication supports in the academic setting. *Group and Organizational Studies*, *14*, 355-368.

Lowman, J., & Manthie, V. (1993). What should graduate teaching assistants know about teaching ? *Teaching of Psychology*, *20*, 84-88.

Merriam, S. (1983). Mentors and protegés: A critical review of the literature. *Adult Education Quarterly*, *33*, 161-173.

Mintz, D.R. (1992). Assistant professor: Paranoid or self-preserving ? *The Counseling Psychologist*, *20*, 39-46.

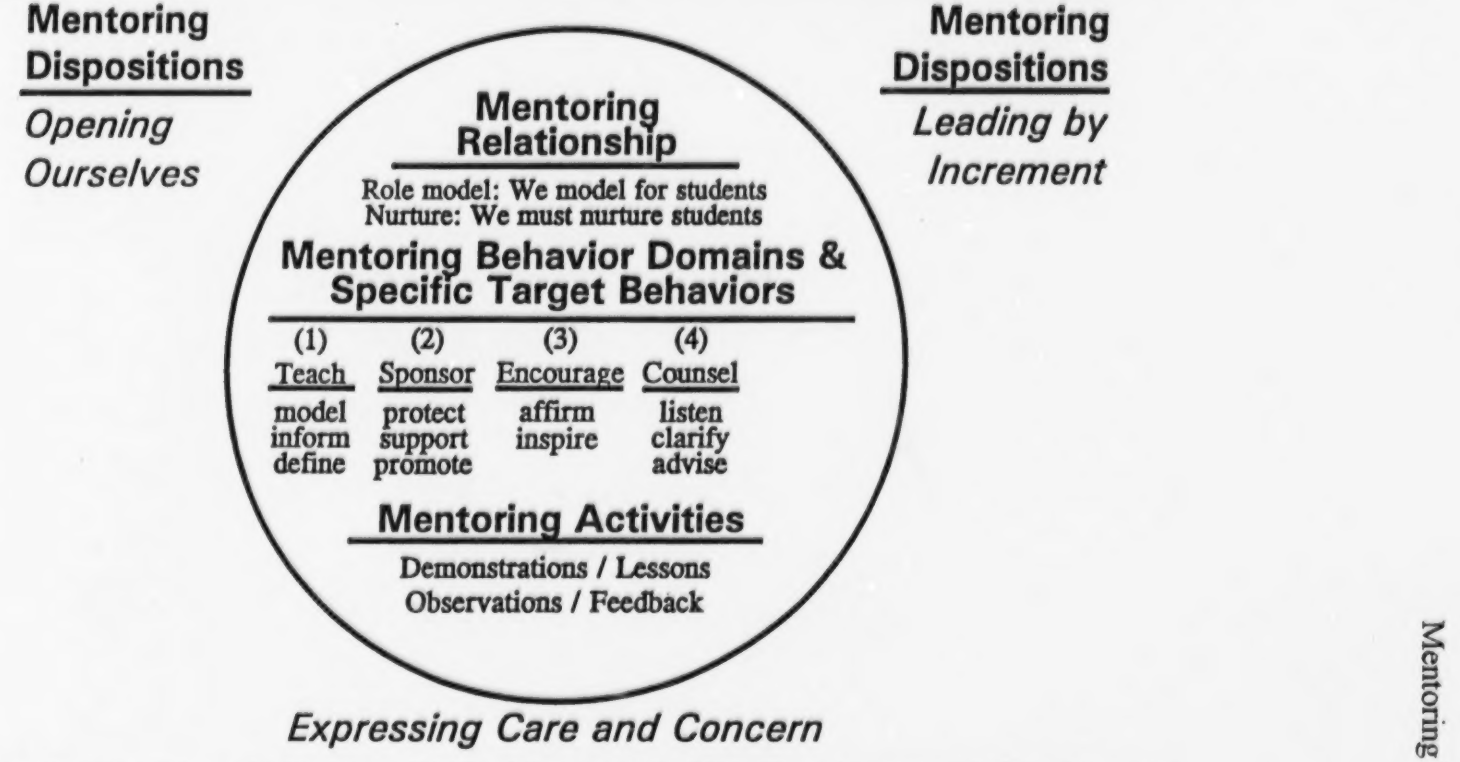
Peterson, D.R. (1985). Twenty years of practitioner training in psychology. *American Psychologist*, *40*, 441-451.

Renner, E.K. (1986). Retirement, and the year 2000: The issues of flexibility and dollars. *Research in Higher Education*, *25*, 307-331.

Sands, R.G., Parson, L.A., & Duane, J. (1991). Faculty mentoring faculty in a public university. *Journal of Higher Education*, *62*, 174-192.

Tentoni, S.C., McCrea, M.A., Thomas, C.G., & Shulik, R.N. (1992). Professional "mentoring" of doctoral practicum students: An emerging supervisory paradigm. Symposium presented at the 100th Annual Convention of the American Psychological Association, (August) Washington, D.C.

Figure 1: PROPOSED MENTORING MODEL*



*Adaptation based upon the work of Anderson, E.M., and Shannon, A.L. (1988). Toward a conceptualization of mentoring. Journal of Teacher Education, 39(1), 38-42, © 1988 American Association of Colleges for Teacher Education, Washington, D.C.